

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with how the technique applied to find the goals of the research namely to identify whether or not and to what extent Descriptive Video enhance the students' writing ability in narrative text and also to describe the improvement of students' ability in writing narrative text after being taught by using descriptive video.

A. Research Findings

The data presented in this study were taken from reconnaissance, planning, implementing or acting, observing, and also reflecting from both of cycles in this classroom action research. This classroom action research was conducted in two cycles. Each cycle was conducted in three meetings. The researcher began to conduct this study on April 11th – 16th 2016 (see **appendix xvii**).

1. The Result of Preliminary Observation (Reconnaissance)

Before conducting the study, the researcher begin to do the first observation at SMP Islam Brawijaya Jombang to determine the problem which appears in this school especially which is related to writing activities. This activity was done on Saturday, 09th of April 2016. The researcher also interviewed to the English teacher and students. From the result of the interview, the researcher got conclusions about the students' problem in writing. (see **appendix ii and iii**)

Based on the interview conducted by the researcher, most of the students were interested in English even though their achievement in writing was bad. They couldn't organize their writing well. When the researcher observed the teaching learning process, the class activities was not conducive; some students did not give their full attention to the teacher, they made noise, some of them didn't do their task, etc. The researcher also got students' previous score (pre test) from the collaborative teacher (see **appendix ix**). After knowing that students have some difficulties in writing the researcher provides descriptive video to enhance the students' ability in writing narrative text.

Table 4. 1. The Result of Students' Pre Test

No	Initial Name	Score	Successed/ Failed
1	ASJ	73	Failed
2	AIS	76	Successed
3	ARR	78	Successed
4	APA	78	Successed
5	ATPA	60	Failed
6	BPKS	71	Failed
7	DRA	60	Failed
8	DYR	75	Successed
9	FKR	66	Failed
10	HRF	62	Failed
11	MYF	65	Failed
12	MTI	62	Failed
13	MMD	65	Failed
14	NYD	80	Successed
15	RTJ	60	Failed
16	RASP	76	Successed
17	RRA	60	Failed
18	SPR	82	Successed
19	YAF	82	Successed
20	ZRA	80	Successed

From the result of students' pretest above, the researcher got score and then analyzed it. After analyzing the students' score, the researcher got mean score. The students' mean score in pre test was 70.90. From twenty students, 9 students have passed the criteria of success and 11 students of them have not passed yet. The percentage of students who passed the criteria of success was $\frac{9}{20} \times 100\% = 45\%$ of students passed in pre test.

The researcher found that 55% of students have not passed the criteria of success yet. The criteria of success of this research were 75% of students have to get score 75 or more than it. The students' mean score have to equal or more than 75.00. By reflecting the result of pre test above, the researcher had to implement descriptive video in improving students' writing in narrative text.

2. The Result of Cycle I

The implementation of descriptive video in cycle I was divided into three meetings. It conducted on Monday and Tuesday 11th-12th of April 2016. In cycle I, the researcher was collaborated with the English teacher. While the researcher was implementing the descriptive video, the collaborator teacher observed the students' activities in the writing class. Then the researcher conducted post test after implementing the descriptive video in teaching narrative writing. Students were asked to write the story based on the descriptive video with their own words.

Based on the result of the field note and observation check list in cycle I, there were 80% students which interested in descriptive video. From twenty students, only few of students who prepared their material before learning

process. Some of them were able to respond what the teacher's said in English. For the result of observation checklist in cycle I, it can be seen at **appendix vi**. Here they are the capture of students' progress in writing class based on the result of observation.

After watching the descriptive video in the first time, there were about 60% students which understood the story and also the generic structure of the story. Students were more active in this writing class. It shown by they were able to write the outline of the story in their own words even though their writing was not fluently enough and still use present tense. Besides, the students still felt confused with grammar rules (simple past tense and also the regular and irregular verbs). Most of the students still got difficulties in translating strange vocabularies.

After implementing descriptive video in writing class, the researcher administered a post test. The post test was used to know to what extent students' ability in writing narrative text after being taught by using descriptive video. In doing the post test, the students faced the same problem in grammatical rules and in translating the vocabularies. But, most of them were able to produce narrative text with good generic structure. The result of students' post test can be seen in the table below.

Table 4. 2. The Result of Students' Post Test I

No	Initial Name	Score	Successed/ Failed
1	ASJ	76	Successed
2	AIS	80	Successed
3	ARR	88	Successed
4	APA	76	Successed
5	ATPA	64	Failed
6	BPKS	76	Successed
7	DRA	60	Failed
8	DYR	76	Successed
9	FKR	76	Successed
10	HRF	68	Failed
11	MYF	64	Failed
12	MTI	60	Failed
13	MMD	64	Failed
14	NYD	84	Successed
15	RTJ	64	Failed
16	RASP	80	Successed
17	RRA	60	Failed
18	SPR	80	Successed
19	YAF	84	Successed
20	ZRA	80	Successed

From the result of students' post test above, the researcher got score and then analyzed it. After analyzing the students' score, the researcher got mean score. The students' mean score in post test was 72.98. From twenty students, 12 students have passed the criteria of success and 8 students of them have not passed yet. The percentage of students who passed the criteria of success was

$$\frac{12}{20} \times 100\% = 60\% \text{ of students.}$$

The result of post test in cycle I was better than pre test. In pre test the mean score was 70.90. From twenty only 45% students who got score equal or more than 75.00. The mean score of post test cycle I was 72.98. It was about 60% of students who passed the passing grade. After analyzing the data, the researcher

interpreted the data. The result of data interpretation was the researcher hasn't been successful yet. The criteria of success of this research which have to be achieved were 75% of students have to get score equal or more than 75.00. But based on the result in cycle I, the criteria of success which has been achieved was only 60%. There were 8 students who got score under 75.00. So, the criteria of success in this cycle have not gained yet. The researcher had to revise the plan and also continued this research in the next cycle.

3. The Revised Planning

Reflecting from the result of cycle I, this study hasn't success yet. The criteria of success hadn't gained yet. So, the researcher revised the planning of the study. Considering from the previous cycle, students still got difficulties in deciding whether it was regular or irregular verb. The students also still confused in translating words. They also got problems in spelling. Because the stories in descriptive video were too long and too complicated, they could not organize their writing well.

To help the students recognized the regular and irregular verb, the researcher provided a book which consist of the collection of regular and irregular verb. The researcher also gave additional vocabularies to the student deals with the story. In selecting the descriptive video, the researcher selected shorter and simpler video than before, in order to the students understood the story easily and they were able to compose the story bu using their own word. The researcher also always remembered the students to make outline first before writing in order to they could generate their writing well.

Table 4. 3. The Revised Planning

Cycle I	Cycle II
The researcher only explained and gave example about regular and irregular verb briefly.	The researcher provided a book which consists of lot of example about regular and irregular verb.
The researcher showed only several difficult vocabularies.	The researcher provided lot of vocabularies related to the story in descriptive video.
The descriptive videos were too long and the stories were not familiar to the students.	The descriptive videos were shorter than before and the stories were familiar for the students.
The stories were too complicated with lot of plot and characters.	The stories in descriptive video were simpler than before.
Students did the post test in 30 minutes.	Students were given more times (50 minutes) in doing the post test.

Even though the students were able to understand the story in the descriptive video before, the researcher selected another descriptive video which simpler than before. The previous descriptive video was too long and complicated. The duration of the descriptive video in cycle two only about 4 minutes and the story was not too complicated. By giving them simpler and shorter descriptive video, the students would write story easily and did not waste many times. The researcher also helped the students to revise and edit their writing, especially in the grammar and spelling.

4. The Result of Cycle II

Reflecting the result of cycle I, the researcher made some revisions as stated above in implementing the descriptive video in the second cycle. The implementation of cycle II was conducted on three meetings. It was done on April 15th-16th, 2016.

In this cycle, the researcher made some revisions in planning. The researcher selected another descriptive video which was simpler and the length was short. The descriptive videos were also familiar for students in order to the students had more background knowledge toward the story. The researcher played a new descriptive video about The Fox and The Crane and The Lion and The Mouse. Some of the students have known the story in Indonesian version, but they didn't know in English version.

Before playing the video, the researcher introduced to the students about regular and irregular past verb. In previous cycle, some students got difficult in analyzing the regular and irregular past verb. So, the researcher gave more explanation about it and asked the students to make sentences by using regular and irregular past verb. The researcher also showed some vocabularies in the story and discussed it with the students. After watching the descriptive video, most of them understood with the plot, characters, and setting of the story. Finally, the students were able to write the story about The Lion and The Mouse by using their own words.

While the researcher was implementing the descriptive video, the collaborative teacher conducted observation toward students' activity in writing class. In this cycle, the students' understanding toward narrative text was improved. They could recognize the generic structure well. They also were able to determine the moral value of the story. In writing narrative text, they could write the story in order. Their writing was meaningful. They stated the characters, setting, and the plot well.

Based on the result of the field note and observation check list in cycle II (see **appendix xiii**), there were 90% students which interested in descriptive video. Most of the students prepared their material before learning. Most of them were able to respond what the teacher's said in English. After watching the descriptive video several times, there were 80% students which understood the story and also the generic structure of the story. Students were more active in this writing class. It shown by they were able to write the outline of the story in their own words. For the result of observation checklist cycle II, it can be seen below.

The students began to recognize with grammar rules in narrative text (simple past tense and also the regular and irregular verbs) even though some of them still used present tense. Some of the students still got difficulties in translating strange vocabularies. In doing the post test, the researcher gave more time in order to they wrote the story well. They were given chance to revise and edit their writing. Finally, they were able to accomplish the writing and submit it. The result of students' score in post test presented in the table below:

Table 4. 4. The Result of Students' Post Test II

No	Initial Name	Score	Successed/ Failed
1	ASJ	76	Successed
2	AIS	84	Successed
3	ARR	84	Successed
4	APA	80	Successed
5	ATPA	72	Failed
6	BPKS	76	Successed
7	DRA	60	Failed
8	DYR	86	Successed
9	FKR	80	Successed
10	HRF	76	Successed
11	MYF	76	Successed

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Continuation

12	MTI	68	Failed
13	MMD	76	Successed
14	NYD	84	Successed
15	RTJ	76	Successed
16	RASP	84	Successed
17	RRA	64	Failed
18	SPR	84	Successed
19	YAF	88	Successed
20	ZRA	80	Successed

From the result of students' post test above, the researcher got score and then analyzed it. After analyzing the students' score, the researcher got mean score. The students' mean score in post test was 78.10. From twenty students, 16 students have passed the criteria of success and 4 students of them have not passed yet. The percentage of students who passed the criteria of success was

$$\frac{16}{20} \times 100 \% = 80\% \text{ of students.}$$

The result of post test in cycle II was better than post test in cycle I. In post test I the mean score was 72.98 or 73.00. From twenty students only 60% students who got score equal or more than 75.00. The mean score of post test cycle II was 78.10. It was about 80% of students who passed the passing grade. After analyzing the data, the researcher interpreted the data. The result of data interpretation was the researcher has been successful in improving students' ability in writing narrative text. The criteria of success of this study was which has to be gained in this study was 75% of students have to get score equal or more than 75.00. Based on the result in cycle II, the criteria of success which has been gained was 80%. There were only 4 students who got score under 75.00.

Based on the result of interview after implementing the descriptive video in cycle II, the researcher concluded that: the students were interested in descriptive video; they could understand and analyze the story easily; they could recognized the simple past tense and regular irregular verb; they knew the social function and generic structure of narrative text; they could conclude the moral value of story; the students also were able to re-write the story with their own words. Their writing was better than before. So, the criteria of success in this cycle were fulfilled successfully. The researcher might stop this research.

Regarding on the result of reflection in each cycle, it can be seen that there were some findings found in this research which answered the research problems of this research, which include:

a. Descriptive Video can Enhance Students' Writing Ability in Narrative Text

Through applying descriptive video, the writing ability of the second grade students of SMP Islam Brawijaya was improved. Descriptive video is one of teaching media which can be used to enhance students' ability in writing, especially in narrative text. The writing problems which faced by the second grade students were complicated. The students faced some problem in writing like as they could not organize their idea well, they did not know how to make an outline of the text, and they did not know what they should write down in their text and many others. They also stated that writing is the most difficult skill in learning English. Those problems make students felt more difficult to make their own writing.

But after being taught by using descriptive video, there was improvement in students' ability in writing. The students were able to identify the generic structure, characters, setting, plot, and the moral value of the story. When they have understood the content of the story, it was sure that they could able to organize their writing. They also could make an outline before writing.

Because of descriptive video consists of description and narration which told the story in detail, the students were able to catch the idea of the story in the first time, even though they haven't understood the meaning of the strange words yet. By watching descriptive video, the students knew the spelling of difficult or new vocabularies. The students got lot of new vocabularies, such as the word "*forest*" which had synonym with "*jungle*". Hence, it can be concluded that descriptive video was able to improve students' writing ability in narrative text.

**b. The Improvement of Students' Writing Ability in Narrative Text
After being Taught Through Descriptive Video**

Since the implementation of descriptive video in writing class, the students' ability in writing narrative text was improved. The improvement of students' ability was seen from the students' score from pre test until post test 2. Besides, the students' motivation toward writing was also improved.

By using Descriptive Video several times, the students became aware to be more careful in writing, so their writings were more

understandable. The students were able to recognize the plot, characters, setting, and the generic structure of the story. They could identify whether it was present or past tense form and whether it was regular or irregular past verb. The students also were able to organize their writing well, so they could produce comprehensible narrative text. The improvement of students' achievement on writing narrative text from pre test to the Cycle II can be summarized at the table below:

Table 4.5. The Improvement of Students' Score in Writing Narrative

Sub Cycle	Observation	Cycle I	Cycle II
Test	Pre test	Post test I	Post test II
Students' Mean Score	70.90	72.98	78.10
The Increasing of students' mean score		2.08	5.12

From 20 students in post test II there were about 80% or 16 students who pass the criteria of success in this study. Their mean score were improved significantly. In pre test, their mean score were only 70.90. Then, there was improvement 2.08 in post test cycle I. After revising the planning, the improvement was more significant. The mean score were 78.10 and the increasing of students' mean score was 5.12. It really showed a good improvement in writing ability.

B. Discussion of the Research

After analyzing the collected data from several sources including preliminary study, pre-observation report, interviews, field note, observation

check list, teaching journal, and also the score of pre test and post test, the researcher found that the students' ability in writing narrative text was improved since descriptive video was applied. Based on the research findings above, it indicated that descriptive video was able to enhance students' ability in writing narrative text and the students' score was also improved.

a. Descriptive Video was able to Enhance Students' Ability in Writing Narrative Text

Teaching writing by using descriptive video makes students understand about what is the story about and also how to write the story based on the video easily. Salmadino (2011:404) said in Nurizmawati (2014: 05) text can be displayed in various languages and are used to translate or provide information on the video content. That is why video is important media for language teaching especially teaching writing. It showed that students were able to write the story based on the video. Their writing was more meaningful than before. They could write the story in order based on the generic structure.

Even though they were able to write the story, there were some students who got difficult in arranging the sentences such as *forest that* it should be *that forest*. Sometimes, they still used present tense and Indonesian language if they didn't know those words in English. The spelling and conjunction which used was low. From totally students in VIII A class, only few students who wrote with good spelling and

punctuation. So, by using descriptive video, students will get comprehensible input and also help them to master writing narrative text easily.

b. The Students' Improvement in Writing Ability

Based on the result of research findings, it was found that the students' score in writing was improved from each cycle. Even though the improvement in cycle I wasn't too significant, but in cycle II the students' score was improved significantly. As states by Hoffner, Bakker, and Quinn (2008: 01) "Described programming can enhance reading and writing ability as well as provide a motivating educational stimulus in today's entertainment culture. Vocabulary, concept development, background knowledge, language precision, and descriptive writing are just some of the ways descriptive video can be used to enhance classroom instruction." By using Descriptive Video several times, the students became aware to be more careful in writing, so their writings were more understandable. The improvement of students' achievement on writing narrative text from pre test to the Cycle II can be seen in table 4. 11 above.

From 20 students in post test II there were about 80% or 16 students who pass the criteria of success in this study. Their mean score were improved significantly. In pre test, their mean score were only 70.90. Then, there was improvement 2.08 in post test cycle I. After revising the planning, the improvement was more significant. The mean score were 78.10 and the increasing of students' mean score was 5.12. It really showed a good improvement in writing ability.